

Childminder report

Inspection date:

26 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and they enjoy their activities and learning. This was evident when children explored the changing weather. They jumped and splashed in puddles and were excited by the sound and feel of water. The childminder is skilled at providing activities that focus clearly on the areas in which children's skills need to be developed. She plans carefully and designs simple but effective ways of supporting children's learning. However, she recognises that her partnerships with parents could be strengthened even further. Children easily access a range of resources and happily direct their own play. They learn about the natural world, for instance, as they take part in bug hunts, plant seeds and care for their growing flowers and vegetables. The childminder uses a wide range of words and has high expectations for children's language development, including those who are learning English as an additional language. Children are persistent and eagerly practise new skills. They proudly demonstrate that they can roll out their play dough and explain how they are making their 'pancakes' and 'pizzas'. Children gain satisfaction from their achievements and behave well. They are safe, and flourish in the warm and inclusive atmosphere the childminder creates.

What does the early years setting do well and what does it need to do better?

- The childminder has improved the way she evaluates her practice. She thinks carefully about her resources and how children use them. She realised that children were not accessing some of the displays she provided for them, so moved them to make things more accessible. Children now enjoy using them to explore information about numbers, letters and different animals.
- Mathematical learning is incorporated into a wide variety of activities. Children use mathematical language as they put together train tracks, thinking about 'up', 'over' and 'under'. They build houses from wooden bricks and create patterns on paper as they enthusiastically use a range of printing resources. Children learn about simple technology as they use toys which play sounds and music when they press buttons.
- Parents praise the childminder. They say their children are progressing well in all areas of their learning and developing a wide range of skills and knowledge. However, the childminder is not as effective in helping parents to understand as fully as possible how children would benefit from a consistent approach to their learning between her setting and home.
- The childminder gathers information about what children know and can do when they join her setting. She uses this information to assess what they need to learn next and carefully builds on the different steps they need to take. For instance, children are encouraged to play simple games which help them understand about how to share and take turns. Children visit local drop-in groups and gradually learn how to play in larger groups of children. They are

prepared well for the next stage of their education.

- Children carry out simple acts of self-care as they proudly announce, 'I can do it myself.' They decide, for example, when they need to wash their hands and relish eating their favourite fruit and vegetables. Children learn about leading a healthy lifestyle and how to keep themselves safe and well.
- The childminder supports children in learning how to follow simple instructions. She asks children to put away resources they have finished playing with. Children spontaneously burst into song as they collect their toys and place them in different containers.
- Children benefit from opportunities to learn about their local area and people whose experiences may be different from their own. They go on regular local walks, travel on the bus, and visit the library and nearby parks. Children learn about how to cross the road safely. They confidently explain that they are waiting for the green man before they cross the road together.
- The childminder consistently seeks out opportunities to build on her professional skills. She attends regular local meetings and updates her knowledge at conferences and training workshops.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms which may cause her concern about the welfare of a child in her care. She understands the procedure to follow if she has a concern. The childminder has made herself aware of how to recognise a child who may be at risk of being exposed to extreme ideas and behaviours. The childminder monitors children both inside and outside the setting. She has effective strategies in place which help her keep children safe. Adults living on the premises have had the appropriate checks carried out.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support parents further in their understanding of how to extend learning at home so that children achieve even more.

Setting details

Unique reference number	137505
Local authority	Brent
Inspection number	10061722
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	20 January 2016

Information about this early years setting

The childminder registered in 1999. She lives in Kensal Rise, in the London Borough of Brent. The childminder operates her service Monday to Friday, from 8am to 6pm, for 46 weeks of the year. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- The inspector carried out a learning walk with the childminder around the premises, including the garden. The inspector asked the childminder how she uses her space and resources to support children's learning experiences.
- The inspector observed children while they were engaged in a variety of activities and discussed with the childminder what she intended children to learn. The inspector talked to the childminder about how she plans children's learning and supports children in gaining the skills and knowledge they need for their future education.
- The inspector viewed a sample of documentation, including the information the childminder gathers from parents when their children join the setting.
- The inspector discussed with the childminder how she evaluates her service and how she met the recommendations from her last inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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